

Beacon Course Syllabi for Professional Learning Certification

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SWD: ESE for All Educators (20 Hr Module)

Designing Standards-based Plans (20 Hr Course)

Description

Use a standards-based lesson planning process to guide your instructional planning. Design a unit plan and lesson plan that aligns assessment and instruction to selected standards. **This course is the final course in the Professional Learning Certification Program. Requires student contact.**

Learning Objectives

- Design instruction and assessments that align with state-adopted standards, match learning objectives, and emphasize student mastery.
- Develop and deliver challenging lessons that engage learners, integrate the subject matter with other disciplines, and relate to life experiences.
- Require students to demonstrate a variety of applicable skills, including higher-order questioning techniques.
- Sequence lessons and concepts to ensure coherence of concepts and required prior knowledge.
- Utilize student feedback to monitor instructional needs and to adjust instruction to respond to preconceptions or misconceptions.
- Analyze data from multiple metrics to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process.
- Use data from a variety of assessment tools to monitor student progress, evaluate learning outcomes, and adjust planning to continuously improve lessons independently and in collaboration with colleagues.
- Share the importance and outcomes of student assessment data with the student and caregiver(s).
- Accommodate students' needs by differentiating instruction, adapting the learning environment, and modifying assessments.
- Provide immediate and specific feedback to promote student achievement.
- Engage in targeted professional growth opportunities and reflective practices to improve the effectiveness of instruction based on students' needs.
- Collaborate with community stakeholders to foster communication, bolster student learning, and support continuous improvement.
- Examine and use data-informed research to improve instruction and student achievement.
- Apply technology to organize and integrate assessment information.

Documentation Methods

Participants must document their learning by completing the following summatives.

- 1 Lesson Plan - Learner creates a standards-based plan for instruction.
- 3 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.

Course Last Updated: 2025

Foundations of Assessments (10 Hr Course)

Description

Learn to use classroom assessments to inform instruction, including diagnostic, formative, summative, and interim assessments. For each assessment, acquire insights into its purpose and how it adjusts instruction to meet students' needs. Explore methods for communicating assessment results to students, teachers, and Professional Learning Communities (PLCs) effectively.

Learning Objectives

The objectives for this course are the FEAPs.

- 1b. Sequence lessons and concepts to ensure coherence and required prior knowledge
- 1c. Design instruction for students to achieve mastery
- 1d. Select appropriate formative assessments to monitor learning
- 1e. Use diagnostic student data to plan lessons
- 1f. Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies
- 2g. Integrate current information and communication technologies
- 3c. Identify gaps in students' subject matter knowledge
- 3d. Modify instruction to respond to preconceptions or misconceptions
- 3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
- 3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement
- 3j. Utilize student feedback to monitor instructional needs and adjust instruction
- 4a. Analyze and apply data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs and drive the learning process
- 4b. Design and align formative and summative assessments that match learning objectives and lead to mastery
- 4c. Use a variety of assessment tools to monitor student progress, achievement, and learning gains
- 4d. Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge
- 4e. Share the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
- 4f. Apply technology to organize and integrate assessment information
- 5b. Examine and use data-informed research to improve instruction and student achievement
- 5c. Use a variety of data independently and in collaboration with colleagues to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons
- 5d. Collaborate with the home, school, and larger communities to foster communication and support student learning and continuous improvement

Documentation Methods

Participants must document their learning by completing the following summative.

3 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summative must meet 80% of the established criteria.

Course Last Updated: 2023

Implementing Instructional Practices (30 Hr Course)

Description

Learn how to use diagnostic and formative assessment data to identify gaps in student grade level or subject area knowledge. Explore several evidence-based instructional strategies to help bridge knowledge gaps and enhance student learning, such as evidence-based content area literacy strategies, differentiated instruction, scaffolding techniques, and motivational strategies.

Learning Objectives

- Apply evidence-based instructional practices relevant for increasing student learning.
- Use assessment data to identify gaps in student subject matter knowledge to improve instructional delivery.
- Use effective feedback to promote student achievement.
- Recognize the role of assessment in differentiating instruction to meet the needs of all students.
- Use differentiated instruction and scaffolding techniques to support the needs of all students.
- Identify motivational strategies for engaging and challenging all students.
- Identify instructional practices appropriate for designing instruction that relates subject matter to life experiences.
- Identify characteristics and differences between content area literacy and disciplinary literacy.
- Recognize evidence-based content area literacy strategies that are utilized by proficient readers.
- Use disciplinary literacy strategies to increase student comprehension of discipline-specific text.

Documentation Methods

Participants must document their learning by completing the following summatives.

- 1 Multiple Choice Exam - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.
- 4 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.

Course Last Updated: 2025

Integrating Educational Technology (30 Hr Course)

Description

Investigate teacher tools, resources, and ideas for integrating educational technology (EdTech) into the classroom that align with International Society of Technology in Education (ISTE) standards and state standards. Examine how to use the SAMR Model to integrate technology into instruction that results in increased motivation, critical thinking, and learning gains for all students.

Learning Objectives

- Explain how educational technology is changing the 21st-century classroom.
- Describe the teacher's responsibility for adopting educational technology into instruction.
- Explain the educational shifts required for students to become digital learners.
- Identify the essential 21st-century skills (i.e., 4Cs).
- Describe how to use the SAMR Model to integrate technology effectively into classroom instruction.
- Describe how to use the ISTE Standards for Educators and ISTE Standards for Students for planning instruction.
- Explain how the ISTE standards, state standards, and ESSA support technology in the classroom.
- Identify the parts of the Understanding by Design (UbD) framework for curriculum planning.
- Describe technology hardware and software resources available to teachers and students.
- Explain how to manage students' use of technology in the classroom.
- Describe methods to deliver challenging student-centered lessons and provide active student engagement.
- Identify ways to integrate technology into instruction through Online Learning, Blended Learning, and Distance Learning.
- Describe the nine components of the digital citizenship framework.
- Explain how to foster digital literacy in students.
- Describe strategies for teaching basic literacy skills and monitoring student mastery.
- Demonstrate awareness and knowledge of technology resources and materials for developing lessons and facilitating learning that engages and motivates students.
- Demonstrate how to apply varied instructional models and strategies that integrate technology and create active learning environments that provide comprehensible instruction and teach 21st-century skills.

Documentation Methods

Participants must document their learning by completing the following summative.

5 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summative must meet 80% of the established criteria.

Course Last Updated: 2024

Learning: Theory to Practice (30 Hr Course)

Description

Investigate how we learn, remember, and recall information. Examine characteristics of learners at different stages of development. Evaluate instructional practices that support learners' various needs.

Learning Objectives

- Describe popular theories (paradigms) on learning.
- Examine and use data-informed research to improve instruction and student achievement.
- Apply varied instructional strategies and resources, including appropriate technology to provide comprehensible instruction and to teach for student understanding.
- Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and applications of the subject matter.
- Sequence lessons and concepts to ensure coherence and required prior knowledge.
- Employ higher-order questioning techniques.
- Model clear, acceptable oral and written communication skills.
- Deliver engaging and challenging lessons.
- Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.
- Adapt the learning environment to accommodate students' needs.
- Support, encourage, and provide immediate and specific feedback to students to promote student achievement.
- Use student feedback to monitor instructional needs and adjust instruction.
- Use a variety of assessment tools to monitor student progress, achievement, and learning gains.

Documentation Methods

Participants must document their learning by completing the following summative.

5 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summative must meet 80% of the established criteria.

Course Last Updated: 2023

Proactive Classroom Management (20 Hr Course)

Description

Explore practices and methods for creating a positive classroom environment that results in effective classroom management. Topics include building positive relationships with students and parents, building classroom consistency and predictability, addressing student motivation, and applying specific strategies to de-escalate negative student behaviors.

Learning Objectives

- Identify attributes of elementary, middle school, and high school students.
- Identify strategies that create and enhance a positive and supportive classroom environment through teacher relationship building (welcoming activities, engaging classroom strategies, and positive closure activities).
- Identify methods for learning to communicate with students optimally.
- Identify ways to collaborate with home, school, and the community to foster communication and support learning for all students.
- Identify strategies for managing classroom time, space, procedures, routines, and rules.
- Identify strategies to manage the setting: practice, revisit, and enforce classroom expectations and procedures.
- Recognize basic student motivation terms.
- Identify potential emotional triggers that undermine students' security in the classroom.
- Recognize strategies for preventing and de-escalating student disruptive behaviors.

Documentation Methods

Participants must document their learning by completing the following summative.

4 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summative must meet 80% of the established criteria.

Course Last Updated: 2025

Professional Practices for Educators (5 Hr Course)

Description

Practice decision making skills on issues such as school safety and security procedures, educational liability, professional responsibilities, and ethics.

Learning Objectives

- Identify techniques to provide effective feedback to promote student growth.
- Create and maintain a safe and open learning environment for all students.
- Understand the importance of creating and promoting a positive school environment.
- Determine ways to collaborate with home, school, and other stakeholders to foster communication and obtain resources.
- Recognize the importance of the Family Education Rights and Privacy Act (FERPA) related to student privacy.
- Understand that educators are held to a high moral standard in a community and that effective educators adhere to the Code of Ethics.

Documentation Methods

Participants must document their learning by completing the following summatives.

- 1 Multiple Choice Exam - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.
- 1 Reflection - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.

Course Last Updated: 2023

Student Advocacy & Legal Issues (20 Hr Course)

Description

Explore the teacher's role as student advocate. Examine the ethical expectations and obligations of educators. Investigate the legal issues of district policies, state statutes, and federal guidelines.

Learning Objectives

- Recognize the foundations of abuse, neglect, and reporting abuse.
- Identify characteristics and signs of abuse.
- Identify strategies to use when reporting abuse.
- Recognize the signs, types, and behavioral clues of abuse.
- Identify school personnel actions to take if abuse is suspected.
- Recognize indicators of substance abuse in children and adolescents.
- Develop an awareness of the warning signs of students in emotional distress and of students who may be suicidal, and identify the next steps that teachers should take to assist students.
- Demonstrate an awareness of the definition of truancy and chronic absenteeism, vulnerable populations, root causes, and effects and strategies for intervention.
- Identify protected student rights.
- Identify the types of harassment.
- Identify guidelines for professional use of social media.
- Recognize elements of classroom control.
- Identify elements of effective teacher-student relationships.
- Explore legal issues for educators.
- Identify behaviors that adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession, and state statutes in Florida.

Documentation Methods

Participants must document their learning by completing the following summatives.

- 1 Multiple Choice Exam - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.
- 4 Reflections - Learner synthesizes previous knowledge and course content in order to develop a narrative response.

The summatives must meet 80% of the established criteria.

Course Last Updated: 2023

SWD: ESE for All Educators (20 Hr Module)

Description

Explore the characteristics and learning needs of students with disabilities. Identify appropriate instructional strategies. Review the legal requirements for providing services and supports. Examine accommodations and modifications provided during instruction and assessment. **This module addresses Florida's professional learning requirements from SB 1108 - Students with Disabilities (SWD).**

Learning Objectives

- Recognize the classifications and characteristics found in high-incidence and low-incidence disabilities.
- Demonstrate an understanding of the history of special education.
- Demonstrate an understanding of the multi-tiered system of support/response to intervention as it applies to students with disabilities.
- Identify legal requirements of an individual education plan.
- Identify the responsibilities of general education and special education teachers in providing appropriate instruction to students with disabilities.
- Demonstrate an understanding of the least restrictive environment.
- Define and identify common characteristics of inclusion.
- Recognize an appropriate continuum of services for students with disabilities.
- Identify characteristics of specially designed instruction, including systematic, explicit instruction and universal design for learning.
- Identify appropriate instructional strategies for teaching students with disabilities.
- Identify appropriate accommodations and modifications for students with disabilities.
- Demonstrate an understanding of alternate assessment.
- Demonstrate an understanding of the role students with disabilities have in accountability systems.

Documentation Methods

Participants must document their learning by completing the following summative.

1 Multiple Choice Exam - Learner demonstrates knowledge of content by selecting the correct answer from the choices provided.

The summative must meet 80% of the established criteria.

Module Last Updated: 2024